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ABSTRACT

This report describes the development of a computerized data management system using microcomputers. Intended to assist teachers and administrators in vocational centers in managing competency-based vocational education (CBVE) instructional programs, the system was designed to be used on an individual computer, be used in networking, or be transferred to a mainframe computer. The computerized data management system was produced on diskettes compatible with TRS-80, IBM PC, and IBM-compatible computers. An appendix contains the handbook that consists of explanations for all printouts on the mainframe computer as well as copies of all printouts on the microcomputer. Descriptions of the various documents and printouts comprising the system are organized around three basic sections that correspond to three data management concerns faced in implementing competency-based learning--documenting program and task requirements, monitoring individual and class progress, and documenting and reporting mastery. A brochure explaining the computerized management system is also appended. (YLB)

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FINAL REPORT
PROJECT NO. DVE 520 1525 5 3C21
FROM AUGUST 20, 1984 TO JUNE 30, 1985 (8/31/85)

COMPUTERIZED DATA MANAGEMENT SYSTEM FOR COMPETENCY BASED VOCATIONAL EDUCATION

ST. PETERSBURG VOCATIONAL INSTITUTE
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CE043860

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ABSTRACT OF THE FINAL REPORT

Title of Project:	Computerized Data Management System for CBVE
Organization:	St. Petersburg Vocational Institute
Project Director:	Teresa Lane, Assistant Director of Curriculum and Instruction
Expenditures:	$29,970.00
Duration of Project:	August 20, 1984 - June 30,1985 (8/31/85)
Project Number:	DVE 520 1525 5 3C21

PROBLEM

The computerized data management system was designed for programs with access to a "main frame" computer. The program at SPVTI was written for a Sperry Univac System 80. A comparable main frame is not available in all schools, therefore, a need exists for the same data management program to be written for micro computers. Micro computers could be used independently for the control of data or as a collection device for data which would be entered through interfacing with a main frame. This data management program will be applicable to any institution utilizing the CBVE approach.

OBJECTIVES

The purpose of this project was to develop a computerized data management system utilizing microcomputers. The system could be used on an individual computer, utilized in networking or could be transferred to a main frame computer. This system was designed to assist teachers and administrators in vocational centers in managing CBVE instructional programs.

PROCEDURES

A computer programmer and data entry clerk were here. The programmer developed the management system for use on microcomputers. The program was field tested in identified programs.

RESULTS AND UTILIZATION

The final outcome of the project is the management on floppy disks that are compatible with TRS-80 Model 4 and IBM PC's and IBM compatibiles. These disks will be made available to vocational education directors, teachers and educators expressing interest in a computerized data manatement system for CBVE.

INTRODUCTION

For several years persons interested in implementing competency-based vocational education (CBVE) programs have considered the desirability of a paper-free management system for learning activities. The need for developing such a system is directly related to the amount of student performance data required in a CBVE program. For example, it has been found that the amount of student records has doubled when CBVE is implemented. The number of entries, such as learning task completions, that must be recorded for each student is greatly increased. Time spent in storing, retrieving, and reviewing student records deprives teachers and other vocational personnel of time that could be allocated to course revision, curriculum development, evaluation of student progress, or student advisement. Designing and implementing a computerized management information system (CMIS) is essential if the storage, retrieval and analysis of student performance data is to be performed effectively and efficiently.

Observation of other educational institutions and a screening of industrial and business practices indicates that effective management systems for the accumulation, assimilation, and recall of data similar to student records, has been accomplished through computerization. It is apparent that a system of computerization for the management of data affects accuracy and minimized the time and effort of those involved in the process.

St. Petersburg Vocational Technical Institute has been involved in training instructional personnel in competency based individualized curriculum modules writing for the past eleven years. Staff members were involved in the initial competency based education projects conducted by the University of South Florida in 1974. An initial module workshop was conducted by RCA Education Service in October, 1974 and included full time instructors of St. Petersburg Vocational Technical Institute. There has been at least one module workshop for classroom instructors through staff development conducted in this center each year since 1975.

Extensive material for comparing and evaluating competency based individualized curriculum modules developed by the staff is available. Other vocational institutions throughout the country and particularly the state of Florida have been solicited on a reciprocal basis. The style, content, and function of the locally produced modules have been determined to be consistent with the majority of vocational institutions. St. Petersburg Vocational Technical Institute realized that program success would necessitate:

- A system capable of analyzing large numbers of inputs about student entry into programs, daily progress, individualized instructional program development, student registration, exit information; and student evaluation results.

- A system capable of generating reports useful to students, teachers, administrators, and state agency personnel relative to the numerous components of CBVE programs.

- A system capable of being adopted or adapted by all educational agencies implementing CBVE programs in the state.

- A system that is efficient to the extent of minimizing if not eliminating paperwork for students, teachers, and administrators.

This system's output would assist vocational educators by making available data pertaining to student progress and achievement. It would also assist in the preparation of student transcripts and the validation of hours assigned to completion of tasks. The system additionally provides task listings for each program, thus facilitating articulation between institutions and between school districts.

Initially, a project was submitted to develop a management system for use on a main frame computer. The management system was designed for the Sperry Univac System 80. The information entered and retrieved from the computer program would be applicable to any CBVE system. It would be unlikely that a Sperry System 80 would be available. The project, therefore, was to prepare the software for use on micro computers. The software would be prepared for the TRS 80 and the IBM PC and IBM compatibiles.

METHODOLOGY

Several programs were selected as participants in planning and development of the computerized program for micros.

As the program was redesigned for micro computers the system was tested in the classroom. The information to be collected and processed had been identified and validated in the previous project. The instruments developed were:

1. Task lists to include competency statements and average hours.
2. Record of task completion for each student.
3. Progress records for each student.
4. Transcript material for each student.
5. Permanent records depository for each student.

FINDINGS AND ANALYSIS

The process of converting from software for a main frame to software for micro computers was logical and practical. There was no reason to alter or adjust the outcome of the data management project as it was originally prepared for the main frame. Changes occurred only in the matter of converting the software from main frame to micro.

An analysis of the program as adapted to the micro computer reveals a greater capacity to move in the direction of a "paper-less" system. The micro is located in the classroom. Its use and availability are immediate. In many operations, the student may be responsible for entering information. The need to prepare paper reporting to a data entry clerk is eliminated. The teacher, in fact, may be relieved of entering information and be available only to verify entries.

As the micro computer is located in the classroom, the instructor can access information immediately while tracking or counselling an individual student.

The objective of the original data management program included developing the methodology to relieve the classroom instructor of clerical activities which detracted from instructional time. A desirable outcome would be a paperless record keeping system. Utilizing the micro computer, in the classroom, where data can be entered at the point it is generated.

The objective of portability is greatly enhanced. Field tests of the computerized data management system have produced excellent results in the area of management of records and data. More extensive use of the system has been achieved by developing the program for micro software. Writing the programs for the TRS 80 and the IBM PC significantly expands the potential for use in other institutions.

CONCLUSIONS

In stating the conclusions, it would be helpful to restate the original goals.

A. Reduction of paper work. The availability of the computer programs in micro software eliminates the processing of most forms in recording data generated by the CBVE, open entry/open exit system. Implementing the micro system for most occupational programs is possible because micro's are now a basic equipment component in occupational preparation programs.

(1) Computer literacy is now included as a "duty" in most programs. Students, with a minimum of instruction and supervision, should be able to access the micro and assure most of the operations in recording information.

(2) Utilizing the information stored in the micro, located in the lab, for counselling and orienting students, eliminates volumes of paper files and the necessity to locate and reproduce the information.

b. Dissemination to other schools. The development of a software package for the data management system creates a near universal application of the computerized programs. It simplifies the dissemination procedure. The availability of micro computers expands daily. The programs without access to a micro would be considered an exception at this stage.

The inexorable move to standardization of vocational programs is logical and pervasive. The needs of industry, in the process of training, are generally consistent. Industry needs workers to perform in identified jobs, producing a product designed to a specific purpose, manufactured definite and controlled conditions. Workers are required to master identified competencies. It is the universal nature of these needs, both of industry and of workers, that is creating the need for competency based education.

Vocational education is the ideal educational enterprise for the development and actualization of the competency based approach because so much of occupational education is based on performance. The criteria of performance and performance evaluation is readily adaptable to a "competency based" system.

The adaptation of open entry/open exit is a logical (and desireable) continuation of competency based. The need to train workers and place them on the job "when they are competent" is essential both to the welfare and advantage of the worker and the employer.

The paper work generated by CBVE complete with open entry/open exit is voluminous and demanding. This is a known and frustrating condition in all programs designed as competency based, open entry/ open exit.

The computerized data management program is essential to the development of CBVE. Widest possible use of the program is assured when it is available both for main frame and micro computers.

RECOMMENDATIONS

The introduction of computerized data management has significantly improved the ability of the system to record, assimilate, store and recall vital information concerning the education and training of students. This computerized system is not a convenient adjunct to the process, it is a vital channel to the ultimate success of our programs and students.

Application of the programs in institutions state-wide can provide an excellent vehicle for the comparison and analysis of results, using data processed through the system can provide a broad picture of student progress and problems as they pursue this innovative and developing system of CBVE. Given a common data processing method it should be possible to analyze commonalities of results.

Central to the development and application of the CBVE system is the identification of "hours required to complete tasks". This has bearing on the overall length of a program and is fundamental to the process of charting student progress. Where evaluating and updating an occupational preparation program it is necessary to reconcile the "standard hours" assigned with the "average hours" for completion by each student. As the figures are corrected to reflect actual completion time, the program length is more accurately determined and student progress is more precisely charted.

A state-wide reporting system reflecting "actual hours" required for task completion would have significant benefit. Such a system is possible given the state-wide standardization of task listings and the implementation of the computerized data management program.

PRODUCT

The computerized data management program has been produced on a diskette which can be duplicated. The diskette can be used on IBM PC and IBM PC compatabile hardware.

In conjunction with this, a handbook "Computerized Competency-Based Management System Explained" has been developed for SPVTI by Dr. William E. Blank, Associate Professor, U.S.F. It consists of explanations for all printouts on the main frame computer as well as copies of all printouts on the micro-computer.

In addition, a brochure has been developed by The Center for Instructional Development and Services, Florida State University, explaining the SPVTI Computerized Management System for Competency-Based Education.

St. Pete Vo-Tech Institute's Computerized Competency-Based Management System Explained

Prepared By:

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Prepared Under The Direction Of:

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August 1984

Prepared For:

St. Petersburg Vo-Tech Institute
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Preface

This document describes a computerized competency-based management system developed at St. Petersburg Vocational Technical Institute (SPVTI) in St. Petersburg, Florida. This system has been developed to more efficiently and effectively manage the self-paced, open entry, open exit, individualized programs at SPVTI.

Much of the early developmental effort was supported by a grant from the Florida State Department of Education, Division of Vocational Education. We are grateful to Joe D. Mills, Director DVE and his staff for the support of this project.

Special recognition goes to SPVTI staff members Robert Ferdon, Program Analyst, and Teresa Lane, Assistant Director for Curriculum. Bob's expertise in data processing and Teresa's insight into the competency-based approach to vocational education have resulted in a management system fully supportive of the learning needs of a competency-based system of instruction, yet one that is practical and manageable.

INTRODUCTION

In an effort to improve the efficiency and effectiveness of vocational education programs, many states, school districts and institutions are moving away from the more traditional approach to vocational education and are adopting the "competency-based" approach. Put simply, the competency-based approach to vocational education and training (CBVE) has the following characteristics that distinguish it from the more traditional or conventional approach.

COMPETENCY BASED Each program or course is based on precisely stated, occupationally validated "competencies" which describe what the trainee will be able to do upon completion of the program (such as "file material alphabetically," "weld a tee joint in overhead position" or "select and apply herbicides to turf grass.") These competencies are often called "tasks."

MODULARIZED INSTRUCTION Rather than by group oriented lectures and demonstrations, much of the instruction students receive is delivered by carefully developed learning packages or "modules" supported by appropriate media.

MASTERY LEARNING Each individual student is required to reach an identified level of proficiency in each competency before being allowed to move on to the next competency. The level of proficiency is defined in the criterian reference of each module.

INDIVIDUALIZED The primary focus of instructions is on the individual student rather than on the entire group of students.

PERFORMANCE BASED Each individual student must demonstrate his/her mastery of each competency in a job-like setting before being given credit for mastery of that competency.

SELF-PACED Students proceed through the instructional modules and through the program at their own pace rather than with a group. Students may speed up or slow down as their learning needs indicate (within established guidelines).

Delivering vocational education by using the competency-based individualized approach provides several very significant benefits.

These include:

* Students can focus their learning efforts on one competency at a time,
* Students, instructors and others know exactly what is to be accomplished and how well,
* Each student is given both the time and help needed to learn one thing well before having to move on to the next,
* More students reach higher levels of competency than was possible using the traditional lock-step and group oriented approach.
* The program respects the individuals learning pace, preferred learning style and specific program need.

As vocational educators explore the competency-based approach, one major concern is often raised--management. Many instructors introduced to competency-based, vocational education concepts agree that the potential for improved programs quality is there--if the system can be managed effectively.

Typically, instructor's management concerns are:

(1) managing the physical aspects including equipment, tools, supplies, etc.
(2) managing student progress, time, discipline and
(3) managing data or information.

Data management questions often asked by instructors include:

"How will I keep track of who is working on which competency?"
"How will I know when each student begins and completes a module?"
"How can I keep track of the average time students are actually spending on each module?"
"How can I effectively document which competency has been attained by each student and when?"
"How can I spot a student who has fallen behind before he/she becomes frustrated and gives up?"

This booklet describes a computerized competency-based data management system developed by St. Petersburg Vocational Technical Institute (SPVTI) that was designed to help instructors answer these and other questions in an accurate and timely fashion.

This or any other data management system will not solve all the problems and challenges associated with successfully implementing CBVE. It is, however, a powerful tool that the instructors, the school administration and, yes, even the student can use to collect, store, analyze, and report important individual and class data.

In the remainder of this document, the various documents and printouts compiling the system will be described in detail. These will be organized around three basic sections which correspond to three data management concerns faced in implementing competency-based learning:

Documenting program and task requirements.

- How can we clearly document programs and course requirements such as competencies required, average time length for completion, etc.

Monitoring individual and class progress.

- How can we routinely monitor individual and class progress? and

Documenting and reporting mastery

- How can we accurately report and document student mastery of competencies?

DOCUMENTING PROGRAM REQUIREMENTS

One of the major problems of the conventional approach to vocational education is the difficulty in being able to clearly document or describe exactly what the completion requirements of each program or course are. Often, we can examine course outlines, program guides and related course and program documents and still not be able to tell exactly what it is the successful student will be able to do at the end of the training program.

Task Listing

St. Pete Vo-Tech's competency-based systems of learning, as most CBVE systems do, is based on validated, precisely stated "competencies" or "tasks." For each program at SPVTI, there is a document called a "task listing." On the task listing are listed the specific skills or competencies students must demonstrate mastery of to successfully complete the program and receive a diploma. These competencies or "tasks" as they are often called have been verified by the program's local opportunity advisory committee as being essential for entry level employment. On the next page is a sample of a task listing for one of SPVTI programs (File Clerk). Looking at this sample, you will notice that the task listing contains the following information:

(A) Program name such as auto mechanics, culinary arts, etc.

(B) Program number - this number identifies the specific training programs represented by this particular task listing.

(C) Major "duties" - the tasks on the task listing are grouped into major categories of similar tasks called "duties."

(D) "Tasks" - this column lists the specific tasks upon which the program is based. Notice that each task begins with an action verb (e.g. "type," "build," "solve," "identify," etc.) and describes exactly what the student will be able to do upon mastering the task.

(E) Code number for each duty - Each major duty is given a code number. Duty numbers are always in the exact "hundreds" (e.g. 1200, 1500, 1800, etc.) Notice that sufficient numerical spacing has been left for later insertion of new duties between every two existing duties.

(F) Code numbers for each task - This four digit code number identifies each task within a given program (e.g. task 0318 is "type blocked letters"). Using the appropriate program code number (e.g. 7660 - 03) and the appropriate task number (e.g. 2403), we can distinguish the task "operate a ten key adding machine" from the approximately 5000 other tasks contained on the task listings for the other 50 programs throughout the school.

(G) Standard Hours - In this column we find an important bit of data: the standard hours students have spent working in each task. This information is used three ways:

1. The standard time for a given task gives the student an indication of the amount of time allocated for each task. This is based on the amount of time others have spent on that task. If the student is spending considerably more time than allocated, the instructor should evaluate the progress and provide remedial assistance.

2. The total time spent on each task determines the length of the entire program. This information is available for all interested students.

3. The standard time for each task is used in computing student progress. See Example I - A.

Task Listing Computerized Versions

The task listing shown on the following page is very similar to task listings used in other competency based vocational programs. The major difference in the SPVTI task listing is that in addition to this "manual" version, there is also a computerized version.
A sample of the computerized version of the progam task listing for the file clerk program is shown. The computerized version contains the following additional information.

(A) Report Number
(B) Dept. No. and Name - This information appears on all printouts. Indicates in what department this particular program is (e.g. file clerk is in Dept. #02 - Business.
(C) Average length in weeks and hours
(D) Hours per day normally in session
(E) Days per week normally in session
(F) Date

The advantages of basing each program on precisely stated validated competencies and task listings shown in the previous sample offers the following advantages:

* anyone can look at the task listing and determine what is taught in the training program.

* since the program competencies are written each year competencies can be added to, deleted, and refined to remain as close as possible to the required competencies needed by business and industry.

* The curriculum, tests, audio visuals and other program materials are developed to support student's mastery of the competencies listed.

Using a computerized task listing is a more efficient way of updating, revising, and printing the tasks required for each program. See Example I - B.

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DUTY	TASK	STD HOURS	ACTUAL HOURS	DESCRIPTION
	1812	12	____	Complete secretarial/stenographic simulation
	1815	4	____	Complete accounting/data processing simulation
2100				EMPLOYABILITY SKILLS
	2103	5	____	Complete steps in the employment process
	2106			
	2109			

TASK LISTING
ST. PETERSBURG VOCATIONAL TECHNICAL INSTITUTE

(A) Program Name
(B) Program Number

PROGRAM: FILE CLERK 7660-03 TOTAL HOURS:

DUTY	TASK	STD HOURS	ACTUAL HOURS	DESCRIPTION
2400				
	2403			
	2406			
	2409			
0300				TYPEWRITING, BEGINNING
	0303	30	____	Type alpha keys/correct techniques: 20 wpm/2 min/4 err
2700				
	0306	10	____	Type centering problems
	2703			
	0309	10	____	Build skill: 25 wpm/2 min/4 err
	2706			
	0312	18	____	Type number and symbol key: 30 wpm/3 min/5 err
	2709			
	0315	18	____	Type enumeration problems
	2712			
	0318	8	____	Type blocked letters
	2715			
	0321	2	____	Correct errors by erasing
	2718			
	0324	9	____	Type tabulation problems
	2721			
	0327	15	____	Build skill: 30 wpm/4 min/5 err
3000				
1200				BUSINESS RECORDS
	3003			
	1203	5	____	Prepare general bank records
	1206	5	____	Identify basic terms & concepts of bus. data processing
3300				
	3303			
	3306			
1500				TELEPHONE TECHNIQUES
	1503	5	____	Identify correct telephone procedures/techniques/services
1800				JOB EXPLORATION
	1803	3	____	Identify job opportunities for beginning office workers
	1806	3	____	Contrast the two types of internal organization structures
	1809	12	____	Complete general clerical simulation

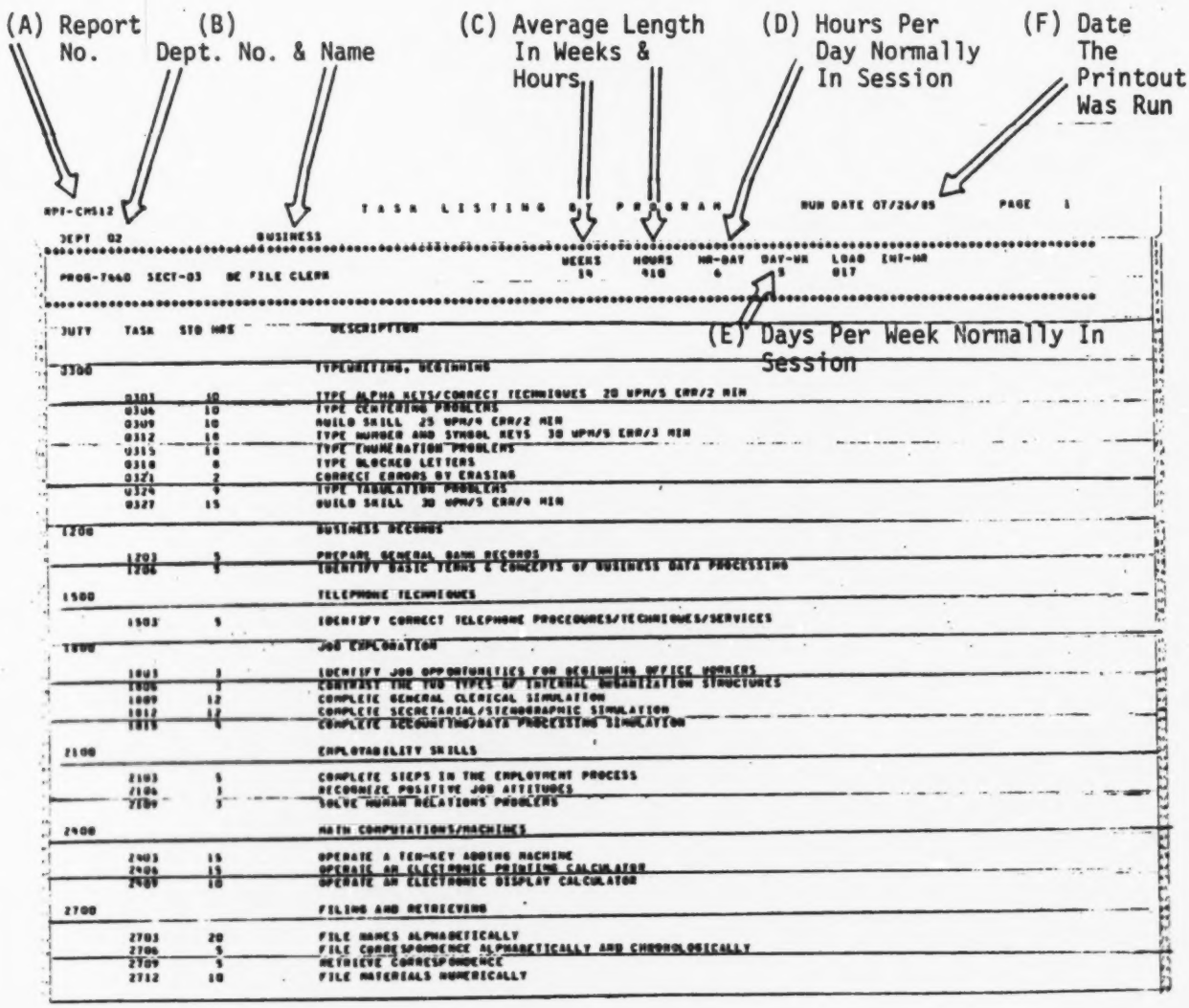
(C) Major "Duties" (categories of Tasks)

(D) Specific Tasks (Competencies)

(E) Code No. of each Duty

(F) Code No. of each Task

(G) Average hours previous students have spent completing each task


(A) Report No.
(B) Dept. No. & Name
(C) Average Length In Weeks & Hours
(D) Hours Per Day Normally In Session
(E) Days Per Week Normally In Session
(F) Date The Printout Was Run
RPI-CMS12
TASK LISTING BY PROGRAM
RUN DATE 07/26/85
PAGE 1
DEPT 02
BUSINESS
PROG-7660 SECT-03 BC FILE CLERK
WEEKS 14
HOURS 410
HR-DAY 6
DAY-WK 5
LOAD 017
DUTY TASK STD HRS DESCRIPTION
3300 TYPEWRITING, BEGINNING
0301 10 TYPE ALPHA KEYS/CORRECT TECHNIQUES 20 WPM/5 ERR/2 MIN
0306 10 TYPE CENTERING PROBLEMS
0309 10 BUILD SKILL 25 WPM/4 ERR/2 MIN
0312 10 TYPE NUMBER AND SYMBOL KEYS 30 WPM/5 ERR/3 MIN
0315 10 TYPE ENUMERATION PROBLEMS
0318 6 TYPE BLOCKED LETTERS
0321 2 CORRECT ERRORS BY ERASING
0324 5 TYPE TABULATION PROBLEMS
0327 15 BUILD SKILL 30 WPM/5 ERR/4 MIN
1200 BUSINESS RECORDS
1203 5 PREPARE GENERAL BANK RECORDS
1206 5 IDENTIFY BASIC TERMS & CONCEPTS OF BUSINESS DATA PROCESSING
1500 TELEPHONE TECHNIQUES
1503 5 IDENTIFY CORRECT TELEPHONE PROCEDURES/TECHNIQUES/SERVICES
1800 JOB EXPLORATION
1803 3 IDENTIFY JOB OPPORTUNITIES FOR BEGINNING OFFICE WORKERS
1806 3 CONTRAST THE TWO TYPES OF INTERNAL ORGANIZATION STRUCTURES
1809 12 COMPLETE GENERAL CLERICAL SIMULATION
1812 12 COMPLETE SECRETARIAL/STENOGRAPHIC SIMULATION
1815 6 COMPLETE ACCOUNTING/DATA PROCESSING SIMULATION
2100 EMPLOYABILITY SKILLS
2103 5 COMPLETE STEPS IN THE EMPLOYMENT PROCESS
2106 3 RECOGNIZE POSITIVE JOB ATTITUDES
2109 3 SOLVE HUMAN RELATIONS PROBLEMS
2400 MATH COMPUTATIONS/MACHINES
2403 15 OPERATE A TEN-KEY ADDING MACHINE
2406 15 OPERATE AN ELECTRONIC PRINTING CALCULATOR
2409 10 OPERATE AN ELECTRONIC DISPLAY CALCULATOR
2700 FILING AND RETRIEVING
2703 20 FILE NAMES ALPHABETICALLY
2706 5 FILE CORRESPONDENCE ALPHABETICALLY AND CHRONOLOGICALLY
2709 5 RETRIEVE CORRESPONDENCE
2712 10 FILE MATERIALS NUMERICALLY

Document Title: "Task Listings By Program"
Purpose: Lists tasks required for program completion
Level: Program (or course) level document
Frequency: As needed - up dated annually
Primary User(s): Student, advisory committee, outside agencies

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Monitoring Individual And Class Progress

Many instructors shy away from implementing true "mastery learning" because they fear they will never be able to keep sufficient "control" of the students or that they will be swamped by a flood of paperwork.
It is relatively easy to keep control of an entire group of students when the entire class is moving from one topic or chapter to the next. However, when each individual student may progress at a different rate, the record keeping becomes more crucial.

In the competency-based approach used at SPVTI, the competencies themselves exert much of the control of student activities. By control, we mean that the students at SPVTI know two things:

1. To sucessfully complete the program and enter the work force, the competencies on the task listing must be mastered at an identified level of proficiency and
2. To remain in good standing the student must continue to make reasonable progress toward mastering the tasks.

In the traditional fixed time, lock-step method, we focus more on managing and on controlling instruction through semesters and terms and periods and arbitrary time blocks. In CBVE we focus on managing learning by setting high standards, defining the competencies to be attained and insisting that students make every reasonable effort to learn.

Implementing the competency-based approach will definitely require some new approaches to record keeping. Monitoring individual and class progress in CBVE is different than monitoring progress in the traditional approach--not necessarily harder!

SPVTI's computerized management systems keeps track of both individual and class progress through the use of the following print-outs:

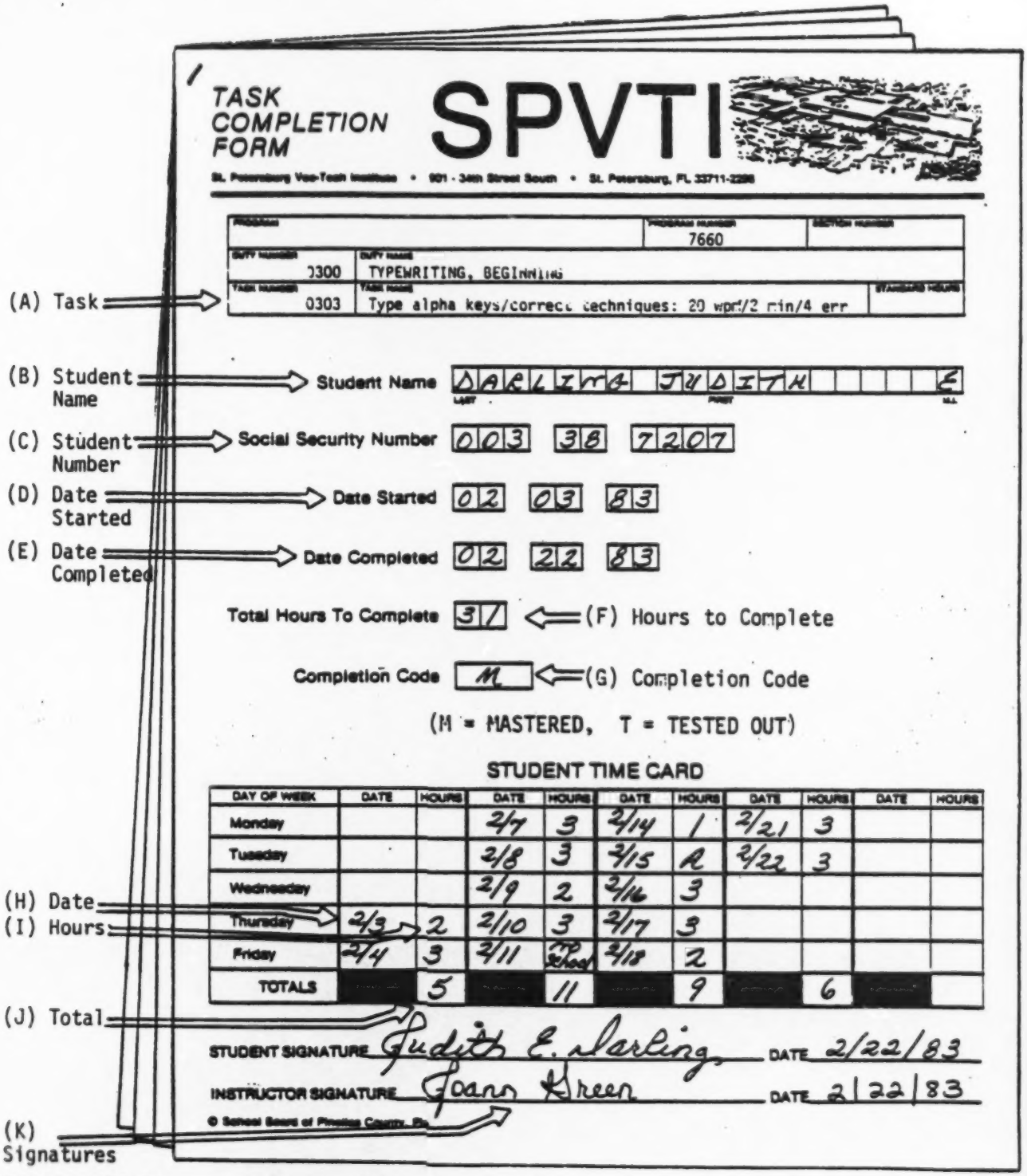
1. Student progress chart
2. Student progress report
3. Progress summary report

Before we examine each of these tools, we need to take a look at how data is gathered from students to generate these print-outs.
This is done by using a Task Completion Document.

Task Completion Document

On the following page is a sample of a Task Completion Document. A copy is attached to each instructional module or a copy is picked up by the student at the time he or she begins working on a new module. The students fill out the Task Completion Documents as they progress through each module. There is a learning guide for each competency on the task listing.
Examine the sample Task Completion Document and notice the following data:

(A) Task - this matches the task as found on the task listing and on the cover page of the module for which this document is being used.



TASK COMPLETION FORM

SPVTI

St. Petersburg Voc-Tech Institute • 901 - 34th Street South • St. Petersburg, FL 33711-2298

PROGRAM	PROGRAM NUMBER	EDITION NUMBER
	7660	

DUTY NUMBER	DUTY NAME
0300	TYPEWRITING, BEGINNING

TASK NUMBER	TASK NAME	STANDARD HOURS
0303	Type alpha keys/correct techniques: 20 wpm/2 min/4 err	

(A) Task

(B) Student Name — Student Name: DARLING JUDITH E (LAST FIRST M.I.)

(C) Student Number — Social Security Number: 003 38 7207

(D) Date Started — Date Started: 02 03 83

(E) Date Completed — Date Completed: 02 22 83

Total Hours To Complete: 31 ⇐ (F) Hours to Complete

Completion Code: M ⇐ (G) Completion Code

(M = MASTERED, T = TESTED OUT)

STUDENT TIME CARD

DAY OF WEEK	DATE	HOURS	DATE	HOURS	DATE	HOURS	DATE	HOURS	DATE	HOURS
Monday			2/7	3	2/14	1	2/21	3		
Tuesday			2/8	3	2/15	A	2/22	3		
Wednesday			2/9	2	2/16	3				
Thursday	2/3	2	2/10	3	2/17	3				
Friday	2/4	3	2/11	No School	2/18	2				
TOTALS		5		11		9		6		

(H) Date
(I) Hours
(J) Total

STUDENT SIGNATURE Judith E. Darling DATE 2/22/83

INSTRUCTOR SIGNATURE Joann Green DATE 2/22/83

© School Board of Pinellas County, Fla.

(K) Signatures

Document Title: "Task Completion Document"
Purpose: Tracks beginning/ending dates and daily hours spent working on each module (task)
Level: Module (task) level document
Frequency: One completed for each module
Primary User: Completed by student

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(B) Student - the student working on this task writes in his/her name.

(C) Student number - the student adds his/her student number (social security no.)

(D) Date started - the student enters the date they actually began working on module (Feb. 3, 1983 in our example)

(E) Date completed - when the module is successfully completed, the completion date is entered.

(F) Hours to complete task - in this space the student enters the total number of clock hours actually spent on this module. This figure is determined by adding up the total in the "Student Time Sheet" section as explained below.

(G) Completion code - the appropriate code is entered depending on whether the task was mastered (M) or challenged by testing out (T).

(H) Date - here the student enters the calendar date (e.g. 2/3, 2/4 etc. of each day Mon - Fri) that is spent working on this task.

(I) Hours - the actual class hours spent working on this task each day is entered (e.g. 2 hours were spent on Thursday, February 3, working on task 0303).

(J) Total - the weekly total is entered at the end of each week.

(K) Signatures - when the form is completed, both instructor and student must sign it, signifying its accuracy.

(L) Learning Guide (Module) the Task Completion Document is attached to the module.

It is important to note that filling out the Task Completion Document is the student's responsibility - not the instructor's.

The Task Completion Document (TCD) is collected and information is entered into the computer when a student completes a module.

Student Progress Chart

Data collected from the TCD's is used to generate several printouts. One of these is the Student Progress Chart. This document measures the individual student progress against standard or average hours.
We expect the student to complete approximately nine weeks of standard hours work in each nine week period. For example, if the student was enrolled in the cosmetology program for 6 hours a day, 5 days a week for 9 weeks, that represents 270 hours available for learning. We then hold the student accountable for completing 270 hours of competencies during a nine week period. If a student successfully completes less than the 270 hours of work one of the following is probably happening.

1. The student is excessively absent.
2. The student is often tardy or leaves early.
3. The student is not giving his/her best effort.
4. The student has some serious learning handicap or lacks the necessary basic skills to benefit from the instruction.

This information allows the instructor to provide counseling and/or additional help.

Student Progress Report
The student progress report is used to record student progress information showing competencies mastered, date began and date completed.
It summarizes for a given student the information from all Task Completion Documents submitted to date. Note the sample Student Progress Report for Judith Darling on the following page.

(A) Start Date - this is the date entered originally on the Task Completion Document - indicating the date the student began workin on that particular task.

(B) Completion Date - This is the date each task was completed.

(C) Task Number - The task number from the task listing.

(D) Standard Hours - The standard (or average) hours assigned to that task.

(E) Actual Hours - The total number of class hours the student actually spent working on each task. Notice that sometimes the student's actual time is more or less than the standard hours depending on individual progress rate.

(F) Task - The task as it appears on the task listing.

(G) Mastery Code - Whether the task was "mastered" or "tested out" at the date of this printout.

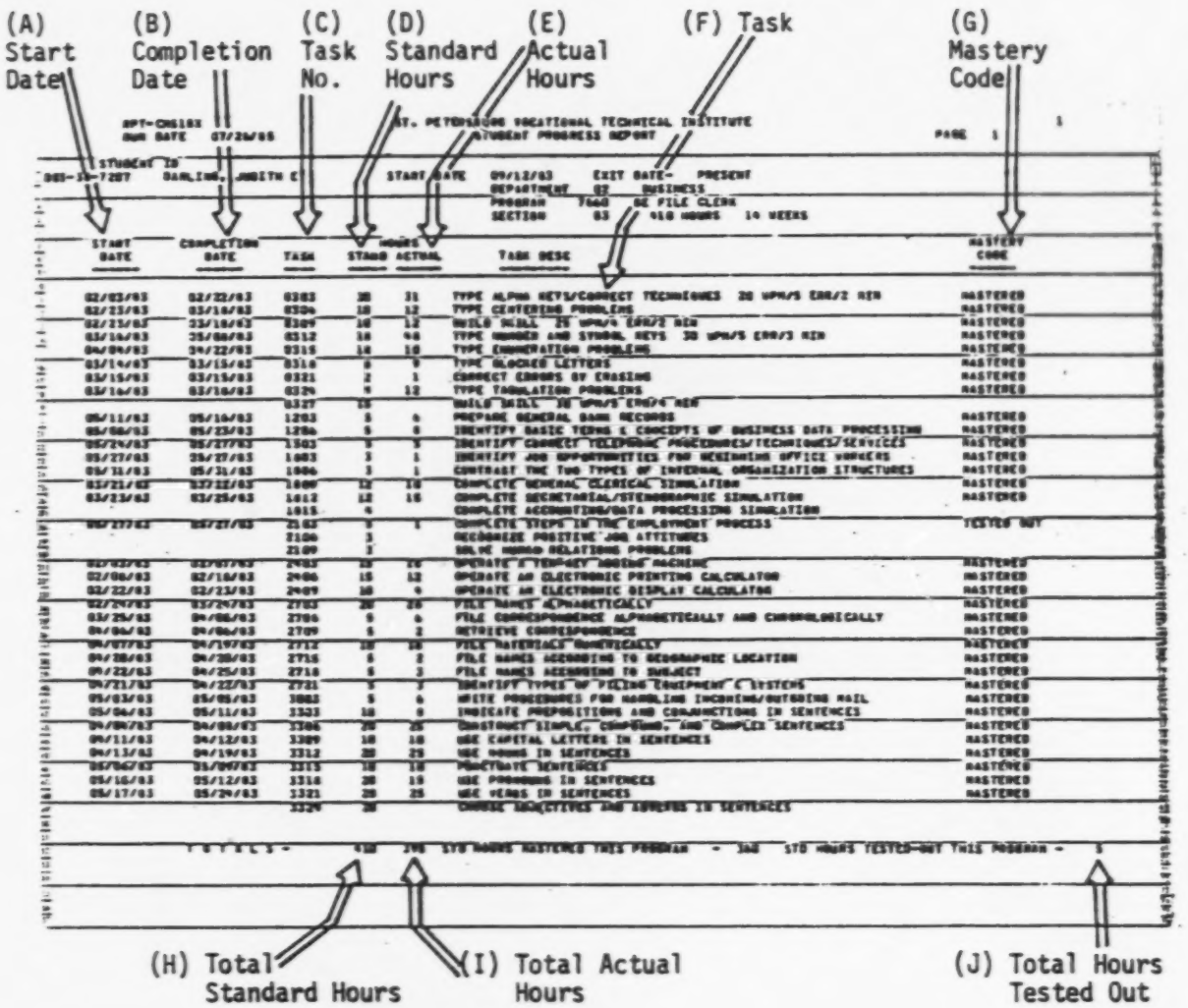
(H) Total Standard Hours - Represents the length of the training program.

(I) Total Actual Hours - Represents a total of the actual number of class hours the student spent working on tasks.

(J) Standard Hours Tested Out - Represents total number of hours which students with prior knowledge received credit for tasks when they successfully passed the post test without completing the learning activities in the module. See Example I - C.

Student Progress Chart

In addition, the individual student progress can be shown graphically in relationship to the length of the program. Please note sample attached. See Example I - D.



Document Title: Student Progress Report
Purpose: Indicates current status of each program for individual student
Level: Student
Frequency: As needed
Primary User: Student

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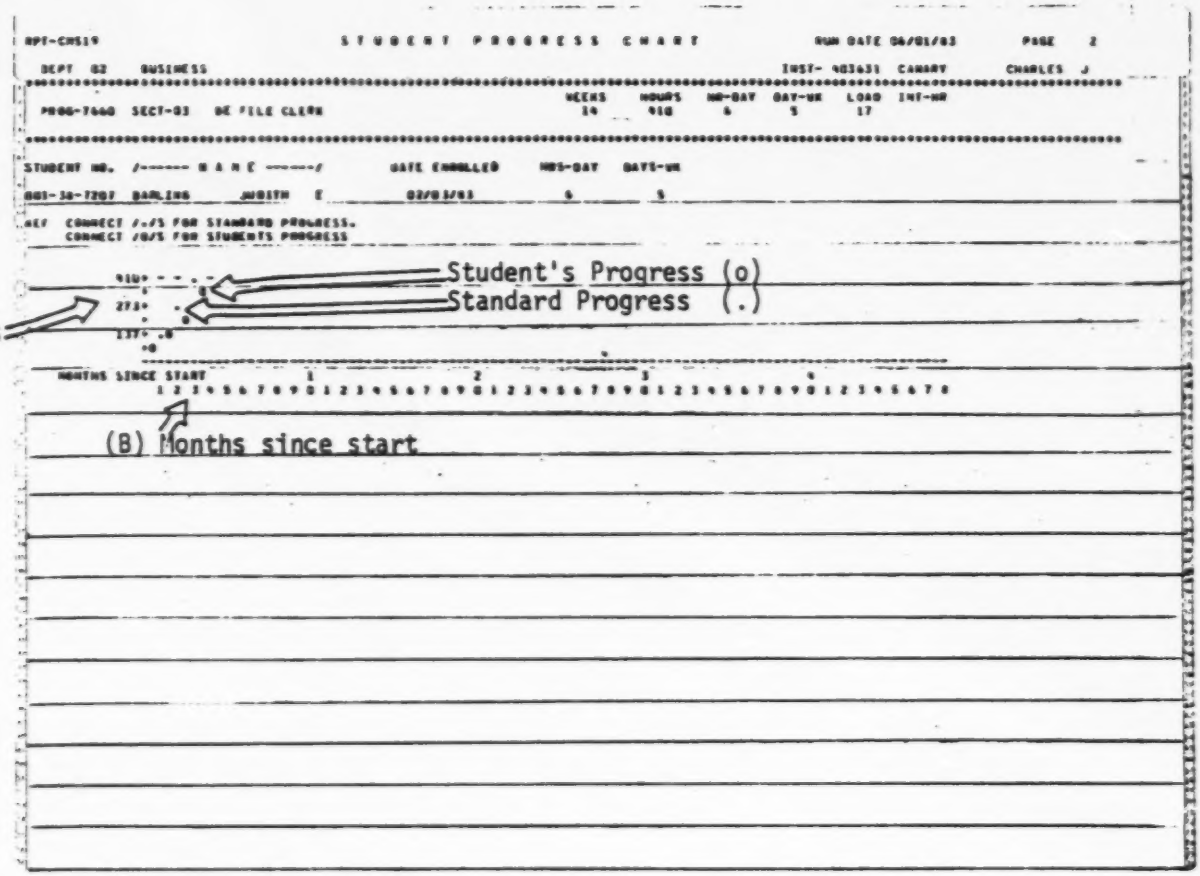
RPT-CH519 STUDENT PROGRESS CHART RUN DATE 06/01/83 PAGE 2
DEPT 02 BUSINESS INST- 403631 CANARY CHARLES J
PROG-7660 SECT-03 DE FILE CLERK WEEKS 14 HOURS 910 HR-DAY 6 DAY-WK 5 LOAD 17 INT-HR
STUDENT NO. /------ N A M E ------/ DATE ENROLLED HRS-DAY DAYS-WK
001-38-7207 DARLING JUDITH E 02/03/83 6 5
KEY CONNECT /-/5 FOR STANDARD PROGRESS.
CONNECT /0/5 FOR STUDENTS PROGRESS
Student's Progress (o)
Standard Progress (.)
(A) Hours
MONTHS SINCE START
(B) Months since start

Document Title: Student Progress Chart
Purpose: Reports student's progress to date vs. average progress
Level: Student
Frequency: (Monthly) or as needed
Primary User: Instructor

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Progress Summary Report

In addition to monitoring each individual student's progress, instructors in competency-based programs are also interested in reviewing progress of the class. At SPVTI, this is accomplished by using the Progress Summary Report. This document prints essential progress data about all students in a class.

Look at the sample Progress Summary Report found on the next page and notice the following information.

(A) Student Numbers - This first column contains the student number.

(B) Student Names - The second column lists the student name.

(C) Month - This is the space on the printout which displays progress during a three month period.

(D) Mastery Hours - Under each month's heading, there are three entries. The first is the number of mastery hours successfully completed by that student during that particular month. For example, in April 1983, J. Darling successfully completed 103 hours of competencies.

(E) Member Hours - The second column under each month is the number of hours the student was enrolled. J. Darling was enrolled for 114 hours during April.

(F) Percent - Dividing mastery hours by member hours yields a percentage which is listed in the third column under each month. Following our example, we find that K. Gravis successfully completed competency hours totaling 90% of the total hours enrolled.

(G) Student Count - Number of students for which data is being reported.

The Progress Summary Report can be reviewed each month and the instructor can quickly spot any student who seems to be having major difficulty.

(A) Student Numbers

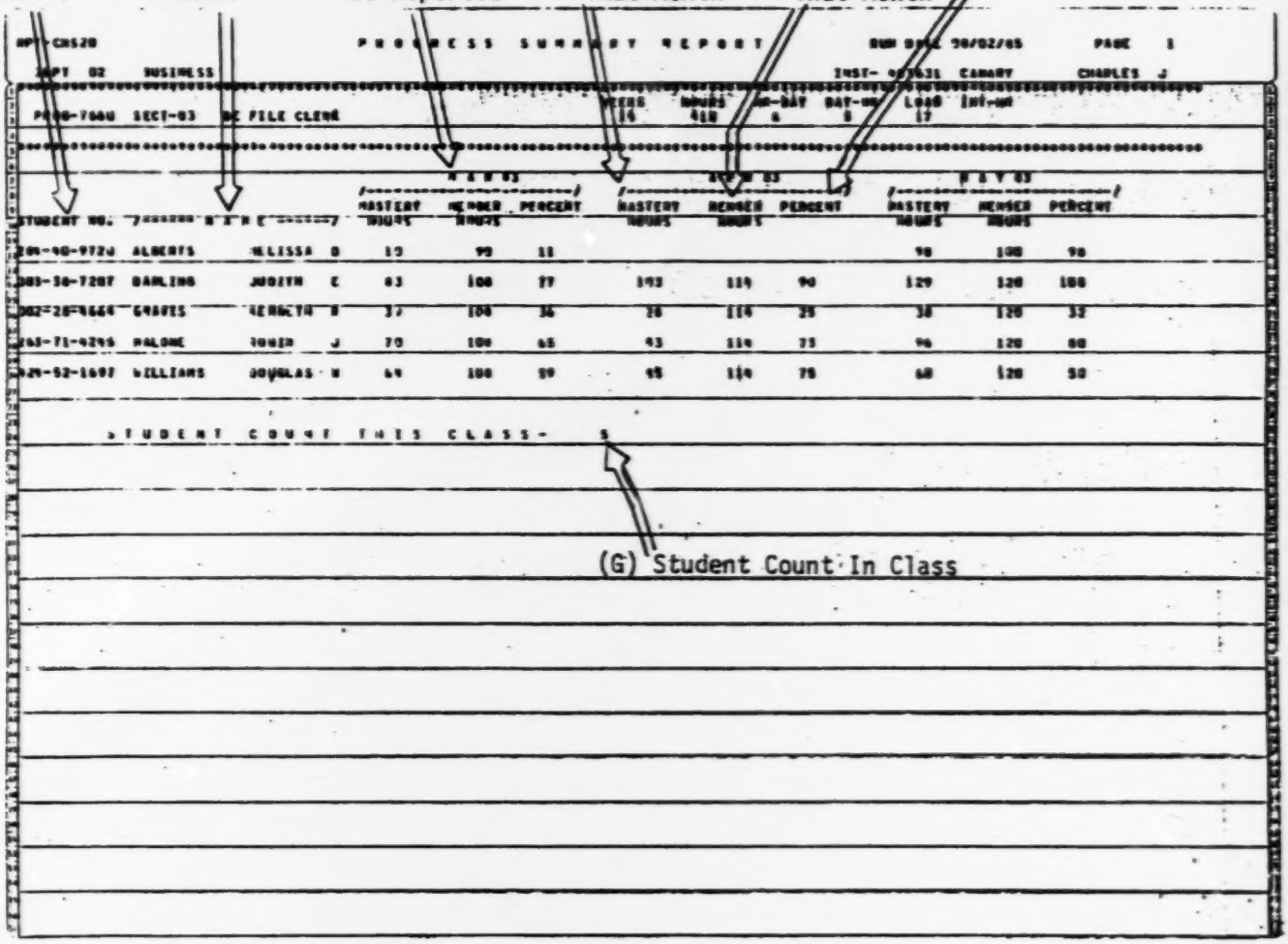
(B) Student Names

(C) Months For Which Progress Is Reported

(D) Mastery Hours Completed That Month

(E) Member Hours Enrolled That Month

(F) Percent (Mastery Hours ÷ Member Hours



(G) Student Count In Class

Document Title: Progress Summary Report
Purpose: Indicates percent of standard progress made by each member of class during a three month period
Level: Class
Frequency: Monthly
Primary User: Instructor

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Task Mastery Documents

Two documents that are used in the SPVTI management systems to record student task mastery are:

1. Task Masteries Report
2. Student Transcript

Task Masteries Report

The Task Masteries Report is used to report important information about the student mastery of program tasks. It shows how well the group as a whole did in terms of the time spent mastering each task. Remember, in the competency based approach we are holding a high level of proficiency constant with time as the variable.
Examine the sample Task Masteries Report on the next page and you will see the following data:

(A) Standard Hours - Hours assigned

(B) Minimum Hours - In this column is listed the minimum number of hours taken by any student currently enrolled to successfully complete each task. This does not reflect students who "tested out."

(C) Average Hours - In this column is listed the average time taken to complete each task by the current group of students. Notice that it may vary from the previously computed "standard hours." This information is used to recompute standard hours for each task.

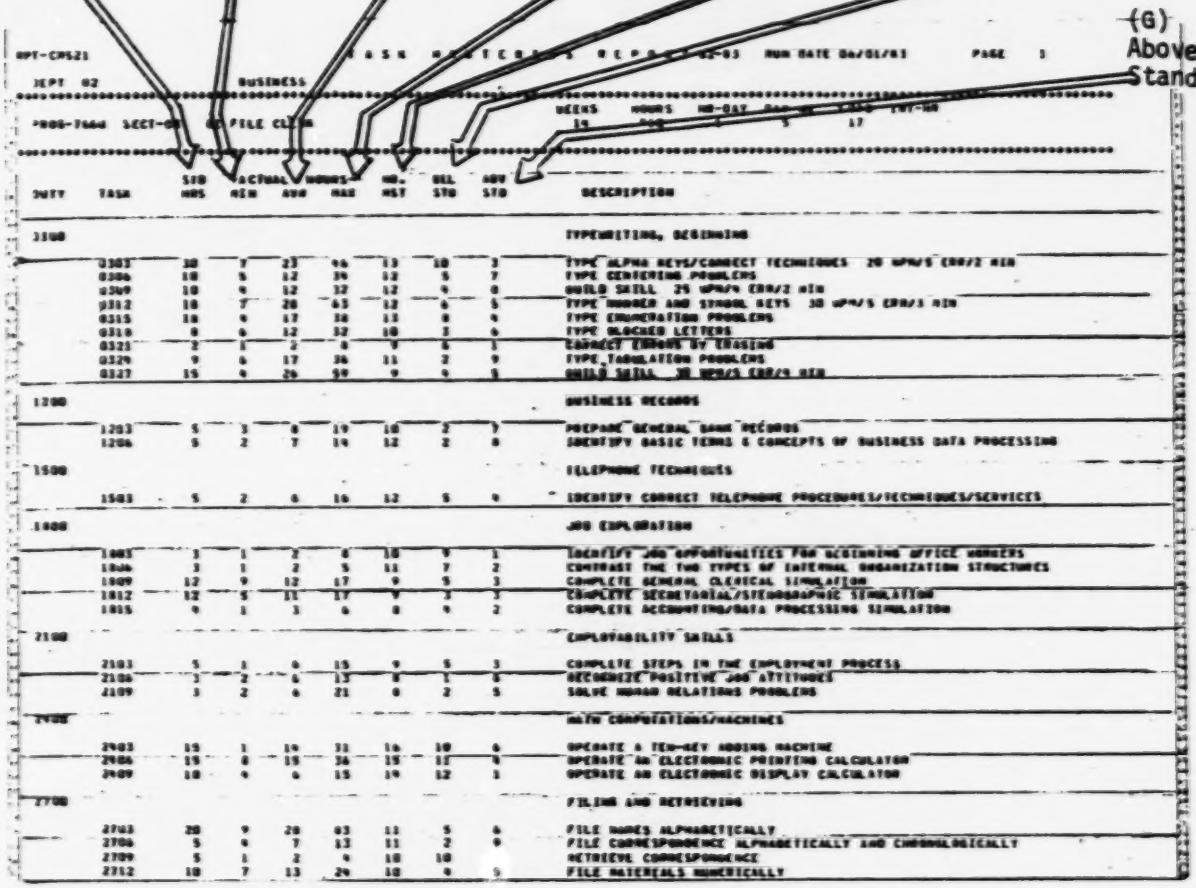
(D) Maximum Hours - In this column we find the maximum number of hours taken by any student in the group to master each task.

(E) Number of Masteries - This figure represents the total number of students in the current program who have successfully mastered each task.

F) Below Standard - Number of current students completing tasks in less than standard time.

(G) Above Standard - Number of current students completing tasks in more than standard time.

(A) Standard Hours (B) Minimum Hours (C) Average Hours (D) Maximum Hours (E) No. Mastered (F) Below Standard (G) Above Standard



SUBJ	TASK	STD HRS	ACTUAL HOURS MIN	AVG	MAX	NO. MST	BEL STD	ABV STD	DESCRIPTION
2100									TYPEWRITING, BEGINNING
	0303	30	7	23	96	13	10	3	TYPE ALPHA KEYS/CORRECT TECHNIQUES 20 WPM/5 ERR/2 MIN
	0306	10	5	12	39	12	5	7	TYPE CENTERING PROBLEMS
	0309	10	4	12	32	12	4	8	BUILD SKILL 25 WPM/4 ERR/2 MIN
	0312	10	7	20	63	12	6	5	TYPE NUMBER AND SYMBOL KEYS 30 WPM/5 ERR/3 MIN
	0315	10	4	17	36	13	8	4	TYPE ENUMERATION PROBLEMS
	0318	8	6	12	32	10	3	6	TYPE BLOCKED LETTERS
	0321	2	1	2	4	9	6	1	CORRECT ERRORS BY ERASING
	0324	9	6	17	36	11	2	9	TYPE TABULATION PROBLEMS
	0327	15	4	26	59	9	4	5	BUILD SKILL 30 WPM/5 ERR/3 MIN
1200									BUSINESS RECORDS
	1203	5	3	8	19	10	2	7	PREPARE GENERAL BANK RECORDS
	1206	5	2	7	14	12	2	8	IDENTIFY BASIC TERMS & CONCEPTS OF BUSINESS DATA PROCESSING
1500									TELEPHONE TECHNIQUES
	1503	5	2	6	16	12	5	4	IDENTIFY CORRECT TELEPHONE PROCEDURES/TECHNIQUES/SERVICES
1600									JOB EXPLORATION
	1603	3	1	2	6	10	9	1	IDENTIFY JOB OPPORTUNITIES FOR BEGINNING OFFICE WORKERS
	1606	3	1	2	5	11	7	2	CONTRAST THE TWO TYPES OF INTERNAL ORGANIZATION STRUCTURES
	1609	12	9	12	17	9	5	3	COMPLETE GENERAL CLERICAL SIMULATION
	1812	12	5	11	17	9	3	3	COMPLETE SECRETARIAL/STENOGRAPHIC SIMULATION
	1815	4	1	3	6	8	4	2	COMPLETE ACCOUNTING/DATA PROCESSING SIMULATION
2100									EMPLOYABILITY SKILLS
	2103	5	1	6	15	9	5	3	COMPLETE STEPS IN THE EMPLOYMENT PROCESS
	2106	3	2	6	13	8	1	6	RECOGNIZE POSITIVE JOB ATTITUDES
	2109	3	2	6	21	8	2	5	SOLVE HUMAN RELATIONS PROBLEMS
2400									MATH COMPUTATIONS/MACHINES
	2403	15	1	14	31	14	10	4	OPERATE A TEN-KEY ADDING MACHINE
	2406	15	8	15	36	15	11	4	OPERATE AN ELECTRONIC PRINTING CALCULATOR
	2409	10	4	6	15	14	12	1	OPERATE AN ELECTRONIC DISPLAY CALCULATOR
2700									FILING AND RETRIEVING
	2703	20	9	20	63	11	5	6	FILE NAMES ALPHABETICALLY
	2706	5	4	7	13	11	2	9	FILE CORRESPONDENCE ALPHABETICALLY AND CHRONOLOGICALLY
	2709	5	1	2	4	10	10		RETRIEVE CORRESPONDENCE
	2712	10	7	13	29	10	4	5	FILE MATERIALS NUMERICALLY

Document Title: Task Masteries Report
Purpose: Lists number of students in current class having mastered each program task; includes minimum, maximum and average time taken for mastery.
Level: Class
Frequency: As needed
Primary User: Instructor

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Student Transcript

A transcript may be provided for each student. It "officially" documents and certifies to employers, other schools, sponsoring agencies, which program competencies have been successfully mastered.

A review of the sample Student Transcript on the next page reveals the following information:

(A) Student Name

(B) Enrollment Period - Listed is initial enrollment date and exit date.

(C) Exit Code - Identifies reason for student leaving program.

(D) Program Name

(E) Standard Program Length

(F) Average Hours - Standard hours assigned to each task

(G) Task Name

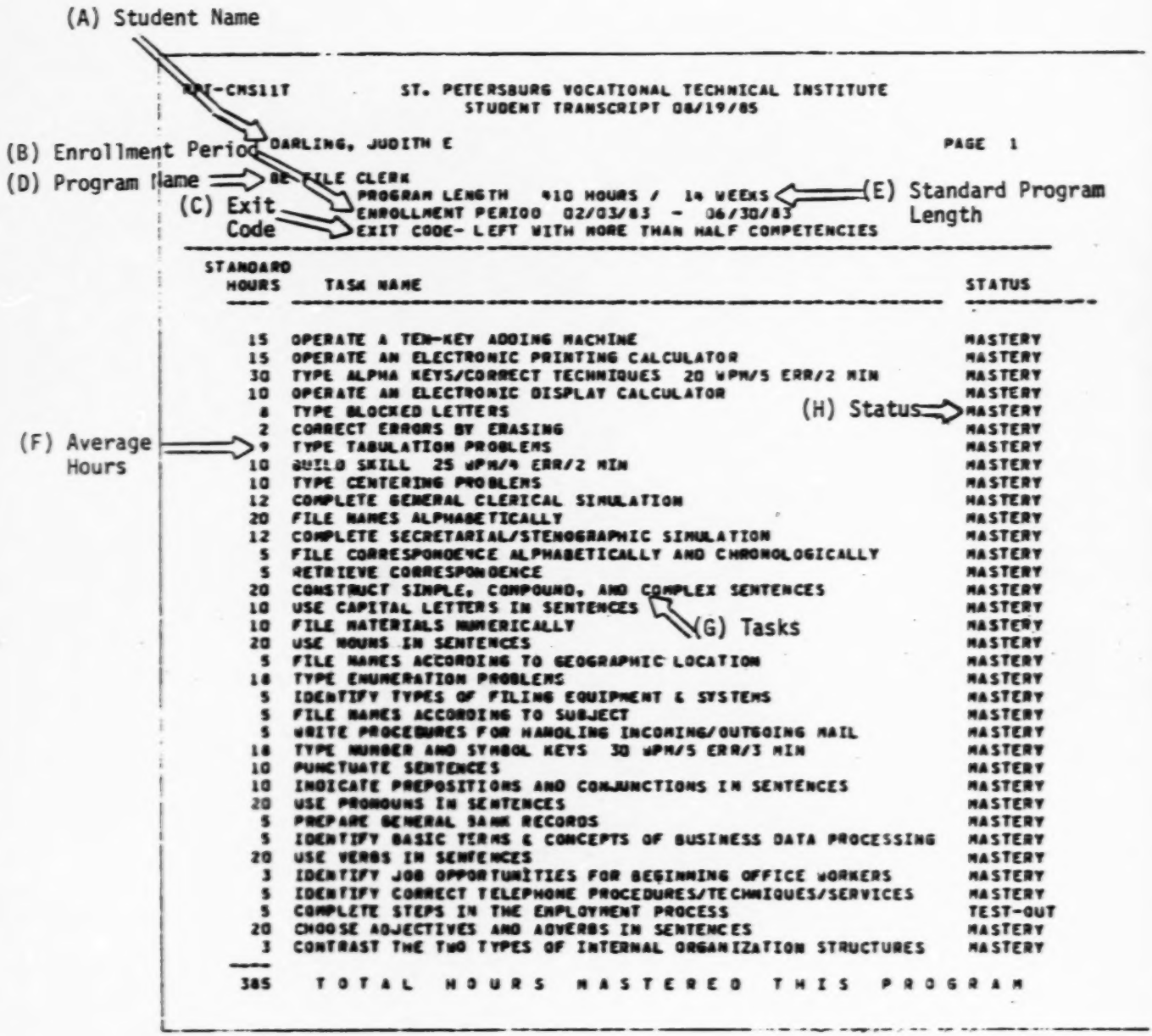
(H) Status - The status of each task listed on the transcript includes either:

1. Mastery or
2. Tested out

The Student Transcript can be generated at any time but is most often requested for the following reasons:

1. Successful completion of the program
2. Early exit
3. Transfer to a similar program
4. Seeking advanced standing at a community college at some later date

Notice how much clearer the SPVTI transript is than one that might list "courses" completed such as "Accounting 101" or "Basics of Education." The transcript reveals precisely what the student has attained in terms understandable to others.



RPT-CMS11T ST. PETERSBURG VOCATIONAL TECHNICAL INSTITUTE
STUDENT TRANSCRIPT 08/19/85

DARLING, JUDITH E PAGE 1

BE FILE CLERK
PROGRAM LENGTH 410 HOURS / 14 WEEKS
ENROLLMENT PERIOD 02/03/83 - 06/30/83
EXIT CODE- LEFT WITH MORE THAN HALF COMPETENCIES

STANDARD HOURS	TASK NAME	STATUS
15	OPERATE A TEN-KEY ADDING MACHINE	MASTERY
15	OPERATE AN ELECTRONIC PRINTING CALCULATOR	MASTERY
30	TYPE ALPHA KEYS/CORRECT TECHNIQUES 20 WPM/5 ERR/2 MIN	MASTERY
10	OPERATE AN ELECTRONIC DISPLAY CALCULATOR	MASTERY
8	TYPE BLOCKED LETTERS	MASTERY
2	CORRECT ERRORS BY ERASING	MASTERY
9	TYPE TABULATION PROBLEMS	MASTERY
10	BUILD SKILL 25 WPM/4 ERR/2 MIN	MASTERY
10	TYPE CENTERING PROBLEMS	MASTERY
12	COMPLETE GENERAL CLERICAL SIMULATION	MASTERY
20	FILE NAMES ALPHABETICALLY	MASTERY
12	COMPLETE SECRETARIAL/STENOGRAPHIC SIMULATION	MASTERY
5	FILE CORRESPONDENCE ALPHABETICALLY AND CHRONOLOGICALLY	MASTERY
5	RETRIEVE CORRESPONDENCE	MASTERY
20	CONSTRUCT SIMPLE, COMPOUND, AND COMPLEX SENTENCES	MASTERY
10	USE CAPITAL LETTERS IN SENTENCES	MASTERY
10	FILE MATERIALS NUMERICALLY	MASTERY
20	USE NOUNS IN SENTENCES	MASTERY
5	FILE NAMES ACCORDING TO GEOGRAPHIC LOCATION	MASTERY
18	TYPE ENUMERATION PROBLEMS	MASTERY
5	IDENTIFY TYPES OF FILING EQUIPMENT & SYSTEMS	MASTERY
5	FILE NAMES ACCORDING TO SUBJECT	MASTERY
5	WRITE PROCEDURES FOR HANDLING INCOMING/OUTGOING MAIL	MASTERY
18	TYPE NUMBER AND SYMBOL KEYS 30 WPM/5 ERR/3 MIN	MASTERY
10	PUNCTUATE SENTENCES	MASTERY
10	INDICATE PREPOSITIONS AND CONJUNCTIONS IN SENTENCES	MASTERY
20	USE PRONOUNS IN SENTENCES	MASTERY
5	PREPARE GENERAL BANK RECORDS	MASTERY
5	IDENTIFY BASIC TERMS & CONCEPTS OF BUSINESS DATA PROCESSING	MASTERY
20	USE VERBS IN SENTENCES	MASTERY
3	IDENTIFY JOB OPPORTUNITIES FOR BEGINNING OFFICE WORKERS	MASTERY
5	IDENTIFY CORRECT TELEPHONE PROCEDURES/TECHNIQUES/SERVICES	MASTERY
5	COMPLETE STEPS IN THE EMPLOYMENT PROCESS	TEST-OUT
20	CHOOSE ADJECTIVES AND ADVERBS IN SENTENCES	MASTERY
3	CONTRAST THE TWO TYPES OF INTERNAL ORGANIZATION STRUCTURES	MASTERY
385	TOTAL HOURS MASTERED THIS PROGRAM	

Document Title: Student Transcript
Purpose: Officially lists tasks mastered by student
Level: Student
Frequency: Upon exit or as requested
Primary User: Student

Administrative and Support Documents

In addition to the documents described earlier that are an integral part of St. Petersburg Vocational Technical Institute's computerized competency-based management system there are additional forms and printouts that support the smooth running of the system. The following forms are used to collect or report other information similar to that found in traditional programs.

1. Student Registration Forms
2. Class Listing
3. Master Program Listings
4. List of Instructors

A sample of each of the support documents can be found on the next four pages.

Management of data is fundamental to the control, storage and retrieval of information applicable to student performance, progress and program completion. Through the competency based management system instructors improve organization and control of the learning process. Administrators are better informed concerning the operation of programs and more efficient in the maintenance of records and the assimilation of student generated information. Students are constantly aware of their progress and can accurately project their completion dates.

The CBOMS developed at St. Petersburg Vocational Technical Institute represents the merging of a modern recordkeeping system with an innovative program development concept. It keeps vocational education operating in a "state of the art" mode.

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA VOCATIONAL TECHNICAL & ADULT EDUCATION DEPARTMENT

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STUDENT REGISTRATION FORM

(Please Print)

NAME _____ (Last / First / Middle Initial) HOME PHONE _____

STREET _____ CITY _____ ZIP _____

SOCIAL SECURITY NUMBER _____ DATE OF BIRTH _____ (Month / Day / Year)

SEX: ☐ Male ☐ Female AGE: ☐ 16-44 ☐ 45-64 ☐ 65+

NAME OF SCHOOL/CENTER _____

In case of emergency, contact _____

PHONE _____

(Check Only One) ***See Reverse Side**

I am in enrolling in this course to:

_____ 1. learn a new trade or occupation.
_____ 2. upgrade myself in present or previous occupation.
_____ 3. I do not meet the above requirements and I understand that I must pay a fee based on the direct instructional costs.

☐ Regular/Special
☐ Veteran (GI Bill)
☐ CETA
☐ Veteran Rehab.
☐ State Rehab.
☐ High School Credit
☐ Other _____

☐ White, not of Hispanic Origin
☐ Black, not of Hispanic Origin
☐ Hispanic
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native

Date of Entry _____ Student Signature _____

PERIOD	TIME	COURSE NO.	PROGRAM/COURSE TITLE	HOURS	DAY OF WEEK	LOCATION	INSTRUCTOR

FOR OFFICE USE ONLY

FEE INFORMATION:

Amount Rec'd $ _____ Date _____ MA RE NO

Cost Center No. _____ ☐ Cash ☐ Check ☐ Waived

Bill: _____ (VR, CETA, VA, PA, FA)

Hours Enrolled Per Week _____

Received By: _____

FINAL CLASS REPORT INFORMATION:

Occupational Code _____

Grade _____ Student Membership Hrs. _____

Special Needs:

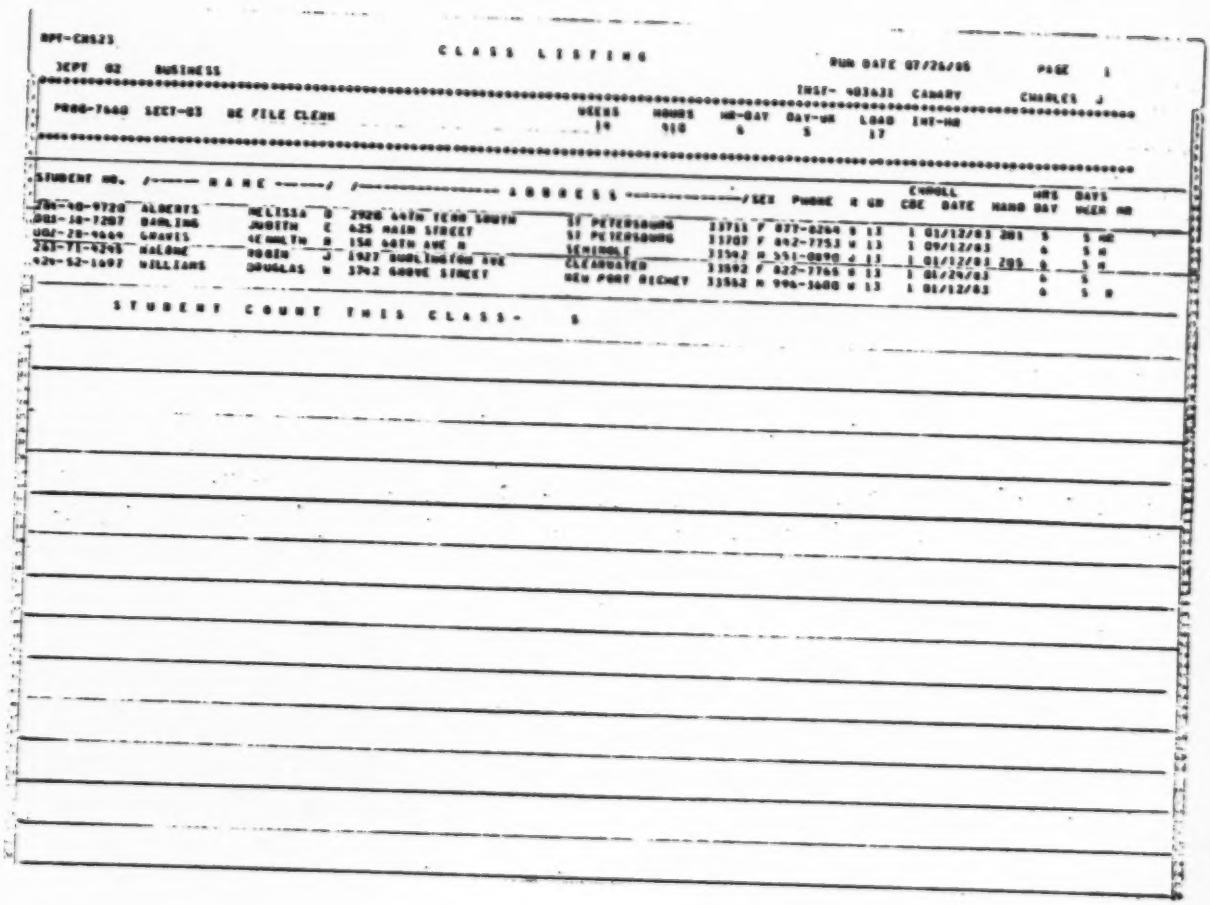
Handicapped _____ (Use Code #201-215)

Other _____ (Use L, E or A)

Date of Termination _____

Term. Code _____ (Refer to FCR Instruction Booklet)

PCS Form 569 (Rev 2-83) WHITE - VTAE OFFICE YELLOW - CENTER PINK - TEACHER GOLD - STUDENT Warehouse ID 98319



RPT-CH523

CLASS LISTING

RUN DATE 07/26/85 PAGE 1

DEPT 02 BUSINESS

INST- 403631 CANARY CHARLES J

PROG-7440 SECT-03 BE FILE CLERK

WEEKS	HOURS	HR-DAY	DAY-WK	LOAD	INT-HR
19	910	6	5	17	

STUDENT NO.	NAME		ADDRESS			SEX	PHONE	R	GR	CNROLL CDE	CNROLL DATE	HRS DAY	DAYS WEEK	HR
286-40-9720	ALBERTS	MELISSA	2920 44TH TERR SOUTH		ST PETERSBURG	33711	F	877-6264	N	13	1	01/12/83	201	5	5	HR
003-30-7207	BARLING	JUDITH	C 625 MAIN STREET		ST PETERSBURG	33707	F	892-7753	W	13	1	09/12/83		6	5	H
002-20-9669	GRAVES	ALEXANDER	H 150 60TH AVE N		SEMINOLE	33542	M	541-0890	A	13	1	01/12/83	205	6	5	H
283-71-4295	HALBAE	ROBIN	J 1927 BURLINGTON AVE		CLEARWATER	33503	F	822-7765	N	13	1	01/29/83		6	5	
420-52-1697	WILLIAMS	DOUGLAS	W 3742 GROVE STREET		NEW PORT RICHEY	33552	M	996-3600	W	13	1	01/12/83		6	5	H

STUDENT COUNT THIS CLASS- 5

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APT-CR524 PROG NO. SEQUENCE — MASTER PROGRAM LISTING — RUN DATE 07/26/85 — PAGE 1

DEPT	PROGRAM	SECTION	PROGRAM NAME	WEEKS	HOURS	HR/DY	DY/WK	TCH	LOAD	STUD	INSTRUCTOR	
02	BUSINESS											
	7640	01	OC ACCOUNTING CLERK	36	1080	6	5	1	17	0	408539 ANDERSON	J
	7640	02	OC PAYROLL CLERK	21	630	6	5	1	17	0	432908 BRICE	D
	7660	01	OC CLERK TYPIST	51	1535	6	5	1	17	0	427288 BROWN	A
	7660	02	OC CLERK GENERAL	35	1055	6	5	1	17	0	405040 BRUING	A
	7660	05	OC FILE CLERK	14	410	6	5	1	17	5	403631 CANARY	C
	7670	02	OC DATA ENTRY/DATA CONTROL OPERATOR	36	900	5	5	1	17	0	425785 EVANS	S
	7670	05	OC COMPUTER LITERACY	6	60	2	5	1	40	0	430150 FERRARI	J
	7680	01	OC SECRETARY	66	1990	6	5	1	17	0	413311 HOWE	A
	7680	03	OC LEGAL SECRETARY	68	2050	6	5	1	17	0	402120 LINCOLN	D
	7680	04	OC MEDICAL SECRETARY	74	2210	6	5	1	17	0	411414 MOHR	D
	7680	05	OC MEDICAL TRANSCRIPTIONIST	57	1705	6	5	1	17	0	412358 OUTHOUSE	H
	7682	01	OC WORD PROCESSOR	46	1390	6	5	1	17	0	410567 SPEER	J
	7689	01	OC COURT REPORTER	79	2375	6	5	1	17	0	419404 JAMES	M
	7690	01	OC BUSINESS EDUCATION ED	28	600	5	5	1	40	0	422409 BROWN	W

STUDENT COUNT THIS REPORT- 5

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RPT-CH527 ST. PETERSBURG VOCATIONAL TECHNICAL INSTITUTE PAGE 1
INSTRUCTORS ON FILE 07/26/85

CONT NBR	NAME			SEX	RACE	CODE	HRS/DAY	DAYS/WK	STAT
430539	ANDERSON	JERRY	C	M	W	1	6	5	
422908	BRICE	DERRICK	E	M	B	1	6	5	
427200	BROWN	ALFRED		M	W	1	6	5	
435848	BRUENE	ARTHUR	D	M	W	1	6	5	
433631	CANARY	CHARLES	J	M	W	1	6	5	
427792	DOES	BARBARA	L	F	W	1	6	5	
425704	EVANS	GEORGE		M	W	1	6	5	
434130	FERRARI	JOHN	W	M	W	1	6	5	
418396	FICH	ADOLPH	L	M	B	1	6	5	
418489	GREEN	JOAN	B	F	W	1	6	5	
427602	HAWLEY	PEGGY	C	F	W	1	6	5	
419906	JAMES	MARSHA	E	F	W	1	6	5	
422120	LINCOLN	DORIS	B	F	B	1	6	5	
413311	MANN	ALVIN	W	M	B	1	6	5	
411919	MANN	DORIS	C	F	W	1	6	5	
422358	OUTHOUSE	HARRY	E	M	W	1	6	5	
423620	PEOPLES	JACK	B	M	W	1	6	5	
430332	SILVER	NANCY	M	F	W	1	6	5	
426469	SOLAR	PAMELA		F	W	1	6	5	
422909	WONG	WILLIAM		M	W	1	6	5	

TOTAL NBR INSTRUCTORS ON FILE 20

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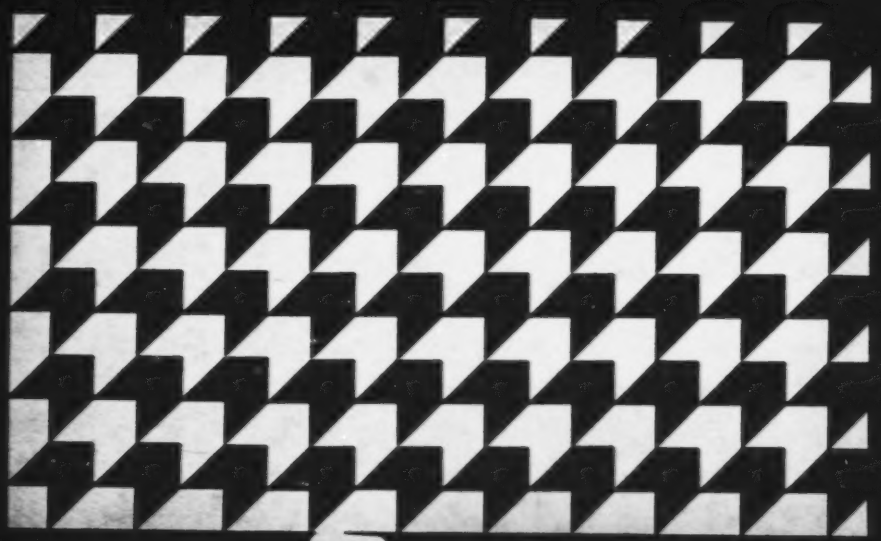
F O R

Competency-

Based

Education



C B E

It's no secret

CBE

CBE

CBE is a management problem

Computerized Management System

for CBE Curriculum

for you

Developed at **St. Petersburg Vocational-Technical Institute (SPVTI)**, this powerful management tool collects, stores, analyzes, and reports individual and class data. The system addresses the CBE management needs of instructors, administrators, and students, too.

Our system was designed to solve three basic CBE-specific management problems.

SPVTI'S Computerized Management System:

1. Clearly documents program and course requirements and data (such as Competencies Required, Task Listings, Average Time for Task Completion)

2. Routinely monitors individual and class progress

3. Accurately reports and documents student mastery of competencies.

Based on a comprehensive series of carefully designed records and record keeping programs, SPVTI's Computerized Management System has proven itself successful. The system was tested in programs ranging from Accounting to Welding. And instructors, administrators, and students, alike, in all the programs, found that the system worked for them.

For Instructors

Easy access to individual and class records made progress charting a snap, and, more importantly, identified students needing additional assistance.

For Administrators

All kinds of information could be accessed and analyzed quickly, and the system put the data required for local and state reports and records at their fingertips.

SPVTI's system was developed on a Sperry-Univac mainframe. The software is being offered on a cost-recovery basis, for use (or conversion for use) on your mainframe.

In the near future, SPVTI's Computerized Management System also will be made available for use on a microcomputer.

To find out more about our Computerized Management System for CBE, contact:

Gloria Shumate, Director
St. Petersburg Vocational-Technical Institute
901 34th Street, South
St. Petersburg, FL 33711
(813) 327-3671

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Florida: A State of Educational Distinction. On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

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Computerized Management System